

Relationships and Sex Education Policy

Aurora Summerfields School

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| Policy Reference: | <i>A133-SMF</i> |
| Version Number: | <i>4</i> |
| Applies to: | <i>Schools</i> |
| Associated documents: | <i>Curriculum policy PSHE policy Child protection policy</i> |
| Approved by: | <i>Quality</i> |
| Implementation date: | <i>September 2023</i> |
| Next review due by: | <i>September 2024</i> |
| <i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i> | |

1. Aims

This policy aims to:

Provide a framework in which sensitive discussions can take place. Through the curriculum we will help prepare children and young people for puberty, and to understand the importance of health and hygiene and sexual development. We will teach the correct vocabulary to describe themselves and their bodies. At Aurora Summerfields we help our children and young people to develop feelings of self-respect, confidence and empathy and create a positive culture around issues of sexuality and relationships.

2. Legislation and statutory requirements

This Policy fulfils the requirements of:

- › **The Department for Education's** Statutory guidance on relationships education, relationships and sex education (RSE) and health education. [\(RSE\) 2021](#)
- › Section 34 of the [Children and Social work act 2017](#).

3. Scope

This policy applies to all staff, children and young people at Aurora Summerfields School.

4. Roles and responsibilities

4.1 The Site Lead will:

4.1.1 Be responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

4.2 Staff will:

4.2.1 Deliver RSE in a sensitive way

4.2.2 Model positive attitudes to RSE

4.2.3 Monitor progress

4.2.4 Respond to the needs of individual pupils

4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns should discuss them with the Site Lead.

| Name: | Role: | Responsible for: |
|------------------|---------------|------------------|
| Rebecca Schooler | Class teacher | Teaching RSE |
| Justine Alston | Class teacher | Teaching RSE |
| Amanda White | Class teacher | Teaching RSE |
| Sharon Day | Class teacher | Teaching RSE |

| | | |
|----------------|---------------|--------------|
| Jill Henderson | Class teacher | Teaching RSE |
|----------------|---------------|--------------|

4.3 The governing board will:

4.3.1 The governing board will hold the head of school to account for the implementation of this policy.

4.3 Children/young people will:

4.3.1 Engage fully in RSE and, treat others with respect and sensitivity, when discussing related issues.

5. Definitions

At Aurora Summerfield's School we define Relationships and Sex Education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The purpose of Relationships and Sex Education (RSE) at Aurora Summerfields is to assist our pupils to prepare for adult life through physical, emotional and moral support. Significantly this policy places RSE firmly in the context of relationships as a whole and seeks to develop it as such. We will emphasise the understanding of the importance for families of stable, caring, responsible and loving relations between adults.

We are committed to ensuring all pupils have access to an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, religion, learning disability or physical disability. We ensure that RSE fosters gender and LGBT equality. The school is committed to the provision of RSE to all of its pupils and to meeting the differing needs of male and female pupils as well as those who are gender fluid, transitioning/ have transitioned or are gender neutral.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

6. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review
- Staff consultation
- Parent consultation
- Pupil consultation
- Ratification

Parents are directed to the policy on our website when their children join our school and are informed of their right to withdraw or give feedback.

7. Curriculum

Our RSE programme is an integral part of our whole school PSHE education provision, following the PSHE Association schemes of work, and will cover a wide range of topics that

affect pupils. Pupils will be taught on a 'stage not age' programme to ensure specific needs are met, at the right time.

Teachers and pupils will agree ground rules at the start of the year which will be adhered to in all sessions, ensuring that pupils have an understanding that what is said in RSE lessons can be quite sensitive. Pupils will be encouraged not to talk about sensitive personal experiences in the groups. This ensures other pupils do not find out sensitive information about a child or situations they may have been through in the past, although staff will always be available to support any responses to difficult topics and will ensure support is offered where needed.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection or safeguarding issue. Pupils will be aware that if staff think that there might be a safeguarding issue, a safeguarding officer within the school will be informed.

Pupils will be able to raise questions by using the 'ask it basket'. The teacher can either address the issues raised by a pupil in private if they wish or address the question as part of a lesson. Pupils' questions will **always** be answered. We believe that providing accurate information is the most effective way to ensure pupils have a sound understanding.

As part of our whole school approach to RSE, parents are encouraged to contact us if they wish to discuss any aspect of what will be delivered. We are happy to arrange a phone conversation, or a face-to-face meeting as required. Parents will be made aware of any sensitive topics being covered in class.

Due to the vulnerabilities and needs of our cohort, we teach consent and appropriate / inappropriate touch / reporting in every year throughout school.

8. Delivery of RSE

Relationships and Sex Education is an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships and Sex Education is therefore a tool to safeguard children. We recognise that our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships and Sex Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Due to the nature of our pupils RSE is taught in a considerate and delicate way, ensuring that pupils feel comfortable and confident to ask questions. We believe that relationship and sex education is particularly important for our pupils because some do not have access to wider friends and networks and therefore rely on the internet to gain information. This can impact on a pupil's views, outlook and expectations around relations and sex.

We ensure that RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and different religious views. Pupils follow different pathways through the RSE curriculum. Many pupils have been out of education for some time before

joining us. Others may be less mature or more vulnerable and therefore content and coverage is adapted to meet their needs and address gaps appropriately.

RSE is not delivered in isolation. It is taught in subjects including Personal, Social, Health Education (PSHE), Computing and Science. This includes lessons on how to keep themselves safe both in the physical world and in the online world, how to keep their bodies' safe and what to do if they are worried about any changes to their body.

The purpose of RSE is to provide knowledge about the processes of growth and development and human reproduction, different gender identities including challenging stereotypes, as well as the importance of relationships. At the same time it should lead to the acquisition of skills and attitudes which prepare children to manage their relationships in a responsible and healthy manner. It provides an important forum for pupils to discuss their own issues and ideas, clarifying issues, gaining correct information and reaching balanced views.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

9. Safeguarding and child protection

At Aurora Summerfields we are aware that discussion with children and young people during RSE lessons, may lead to a disclosure. If this happens we will follow the procedures described in our Child Protection Policy. Ensuring that the needs of the child/young person are met sensitively and in a timely manner are paramount to everything that we believe in.

10. Parents right to withdraw

Parents of primary age pupils do **not** have the right to withdraw their children from relationships education. Parents of secondary age pupils do have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

To opt a young person out of RSE lessons, parents request a meeting with Tracy Whitehurst (Principal) to discuss the request. They are invited into school to talk through their request and discuss any issues and concerns (see form Appendix 2).

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The head of school may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

This policy will be reviewed annually by the Head of School.

Appendix 1:

Relationships and sex education curriculum map

Lower Primary

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|---|---|--|
| A | Self-Awareness Things we are good at | Self-Care, Support and Safety Taking care of ourselves <i>Staying safe online</i> | Managing feelings Identifying and expressing feelings | Changing and growing Baby to adult External private body parts <i>Consent / appropriate and inappropriate touch / reporting</i> | Healthy lifestyles Healthy eating <i>Healthy on-screen habits</i> | The World I live in Respecting differences between people <i>Online diversity</i> <i>Stereotypes in social media</i> |
| B | Self-Awareness Kind and unkind behaviours | Self-Care, Support and Safety Keeping safe <i>Keeping safe online</i> | Managing feelings Identifying and expressing feelings | Changing and growing Baby to adult External private body parts <i>Consent / appropriate and inappropriate touch / reporting</i> | Healthy lifestyles Taking care of physical health <i>Healthy screen time</i> | The World I live in Jobs people do <i>Online careers</i> |

Upper Primary

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|--|---|---|
| A | Self-Awareness Playing and working together <i>Online working</i> | Self-Care, Support and Safety Trust <i>Trusting people online</i> <i>How to report harmful contact</i> | Managing feelings Identifying and expressing feelings. Managing strong feelings. <i>Being aware of expressing ourselves online</i> | Changing and growing Changes at puberty <i>Consent / appropriate and inappropriate touch / reporting</i> | Healthy lifestyles Healthy eating <i>Online influences/ advertisements</i> | The World I live in Rules and laws <i>Online rules and laws</i> |
| B | Self-awareness People who are special to us <i>Online friendship</i> | Self-care, Support and Safety Keeping safe online | Managing feelings Identifying and expressing feelings/ Managing strong feelings <i>Managing and expressing feelings online</i> | Changing and Growing Changes at Puberty Different types of relationship <i>Consent / appropriate and inappropriate touch / reporting</i> | Healthy Lifestyles Taking care of physical health <i>Healthy screen time</i> | The world I live in Taking care of the environment |
| C | Self-Awareness Getting on with others <i>Friendship online</i> | Self-Care, Support and Safety Public and private <i>Keeping private information safe online</i> | Managing feelings Identifying and expressing feelings. Managing strong feelings. <i>Expressing ourselves appropriately online</i> | Changing and growing Changes at puberty Friendship (KS3) <i>Consent / appropriate and inappropriate touch / reporting</i> | Healthy lifestyles Keeping well | The World I live in Belonging to a community <i>Belonging to an online community</i> |

Key Stage 3

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|---|--|--|
| A | Self-Awareness Personal strengths and skills for learning <i>Including exploring careers and enterprise online</i> | Self-Care, Support and Safety Feeling unwell Feeling frightened/ worried Public and private | Managing feelings Self-esteem and unkind comments <i>Incl. how self-esteem is affected by online identity and friendship, cyber bullying and trolling and how to get help</i> | Changing and growing Puberty <i>Consent / appropriate and inappropriate touch / reporting</i> | Healthy lifestyles Elements of healthy lifestyles Mental wellbeing <i>Including how online influences affect our attitudes to diet and exercise</i> <i>How to get help online</i> | The World I live in Diversity/ rights and responsibilities Managing online information <i>Including how apps can help manage and access our money online</i> |
| B | Self-Awareness Prejudice and discrimination <i>Online discrimination</i> | Self-Care Support & Safety Accidents and risk Emergency situations <i>Online Risk</i> | Managing feelings Strong feelings | Changing and growing Friendship Healthy and unhealthy relationship behaviour <i>Consent / appropriate and inappropriate touch/ reporting</i> <i>Impact of social media on friendships and managing conflict</i> <i>How to report unhealthy online contact</i> | Healthy lifestyles Physical activity Healthy eating Body image <i>Including how online influences affect our attitudes to diet and exercise</i> | The World I live in Preparing for adulthood Managing finances <i>Online apps and purchases, online fraud and common scams</i> |
| C | Self-Awareness Managing pressure <i>Online peer and advertising pressure</i> | Self-care support and safety Keeping safe online Gambling | Managing feelings Romantic feelings and sexual attraction <i>Online relationships and relationships norms on social media</i> | Changing and growing Puberty Intimate relationships, contraception. <i>Consent / appropriate and inappropriate touch / reporting</i> | Healthy lifestyles Medicinal drugs Drugs, alcohol and tobacco <i>How to get help for addiction online</i> | The World I live in Taking care of the environment |

Key Stage 4

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|--|---|--|
| A | Self-Awareness Self esteem Careers and enterprise, pathways, skills, roles and identities protected characteristics in the workplace <i>Inc. online sources of support/advice</i> | Self-Care, Support and Safety Keeping safe Discrimination and prejudice – online focus - protected characteristics inc hate crimes Bullying and gangs Sharing images <i>Keeping safe online/Do you know who you are talking to?/reporting</i> | Managing feelings Strong feelings, friendships and romantic relationships A3 Healthy and unhealthy relationships Consent and boundaries <i>Consent/ Appropriate and inappropriate touch/reporting</i> | Changing and growing Long term relationships including how to end them / Families Sexual health - unplanned pregnancy, miscarriage, abortion and adoption - pregnancy as a protected characteristic | Healthy lifestyles Mental health anxiety, depression and self harm Healthy diet Eating disorders Drugs - vaccines Social and media influences <i>Trolling</i> Self harm- focus on strategies, ensure pupils know who they can talk to, signpost to Kooth | The World I live in Finance and enterprise First aid <i>Incl. sources of support online, payday loans, risky financial decisions online, online banking safety</i> |

| | | | | | | |
|---|--|--|--|---|---|--|
| | | | | sexual identity - influence of media and pornography, link to violence towards girls and women/sexualised violence <i>Incl. online pornography</i> | (online mental health tool from NHS- chat room with health professionals) | |
| B | Self-Awareness Feedback or criticism – impact on others <i>Incl. managing online interactions</i> | Self-Care, Support and Safety Mental health and body image, Healthy diet and links to eating disorders inc overeating and obesity links to drugs <i>Sources of online health and support</i> | Managing feelings Managing unwanted attention Harassment and stalking link back to sharing of youth produced images and sexting, intro revenge porn Reporting <i>Consent/ Appropriate and inappropriate touch/reporting</i> | Changing and growing FGM Exploitation Forced marriage <i>Consent/ Appropriate and inappropriate touch/reporting</i> | Healthy lifestyles Strategies for good mental and physical health <i>Consent and boundaries</i> Immunisations and vaccinations Monitoring own health cancer and prevention - smoking and vaping – link to protected characteristics-right to healthcare | The World I live in Money problems Debt, gambling, moral dilemmas First aid <i>Incl. online gambling</i> |

Post 16

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|--|---|---|
| A | Self-Awareness Post 16 pathways FE/HE/Careers interviews inc presentation and hygiene <i>Online research skills for the labour market Protected characteristics in the workplace</i> | Self-Care, Support and Safety Managing online pressures Diversity and discrimination extremism Bullying Risk taking - Sharing intimate images – risks and strategies <i>Sexting, staying safe incl. online</i> | Managing feelings Romantic and intimate relationships Pornography and its effects on identify and relationships Media influence Consent and boundaries within this context <i>Consent/ Appropriate and inappropriate touch/reporting Online influences/risks</i> | Changing and growing Healthy intimate relationships, contraception and parenthood options /fertility changing over time – protected characteristics <i>Incl. online sources of support, and online intimate relationships, sexting, staying safe</i> | Healthy lifestyles Mental health Drugs – medicinal, illegal drugs, tobacco and alcohol inc vaping Link to county lines <i>Incl. reliable sources of online support Self harm- focus on strategies, ensure pupils know who they can talk to, signpost to Kooth (online mental health tool from NHS- chat room with health professionals)</i> | The World I live in Preparing for adulthood - finance, Budgeting inc impact on healthy diet choices, independent living and enterprise First aid <i>Incl. online risks relating to finance (phishing)</i> |
| B | Self-Awareness Giving and receiving Feedback or criticism – impact on others, strategies for managing rejection i.e. employment Careers and college <i>Online sources of support Online reputation/digital footprints</i> | Self-Care, Support and Safety Mental health and body image, eating disorders Strategies for good mental health Balanced lifestyle <i>Healthy habits- screentime Online sources of support</i> | Managing feelings Managing unwanted attention Harassment and stalking <i>Consent/ Appropriate and inappropriate touch/reporting Online harassment/trolling</i> | Changing and growing FGM Exploitation and date rape Forced marriage Honour based violence <i>consent/reporting Online grooming/staying safe online</i> Sex/gender as a protected characteristics | Healthy lifestyles Strategies for good mental and physical health Immunisations and vaccinations Monitoring own health Cancer and prevention <i>Online sources of support</i> | The World I live in First aid Transition |

Appendix 2: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |